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ABSTRACT

The conference reported in this document brought together parents and employers to identify practical strategies to help youth with disabilities succeed in the transition to the world of work. The conference attempted to enhance partnerships among parents; employers; national, state, and local governments; and organizations devoted to improving the lives of young people and adults with special needs and helping them to secure employment in the competitive market place. The first section of the conference report summarizes the expectations and perceptions of parents and employers. The second section outlines strategies, actions, and guidelines recommended by conference participants and others for adaptation by parents and employers to develop employment opportunities, find jobs, and keep them. The third section presents techniques and tools parents and employers can use to replicate the conference in their local communities. The final section contains listings of available resources, including federally funded clearinghouses, federally funded rehabilitation and research centers with an emphasis on transition, parent resource projects, additional national and state information sources, and a bibliography. (JDD)

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Parent-Employer Partnerships: Developing Employment Opportunities for Youth with Disabilities

Report of a National Conference

March 16-17, 1987
Alexandria, Virginia

Sponsored by

President's Committee on Employment of the Handicapped
U.S. Department of Education, National Institute on Disability and Rehabilitation Research
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Parent-Employer Partnerships:
Developing Employment Opportunities
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Preface

A Conference on Parent-Employer Partnerships: Developing Employment Opportunities for Youth with Disabilities was held March 16-17, 1987 in Alexandria, Virginia. The conference brought together parents and employers to identify practical strategies that might help youth with disabilities succeed in the transition to the world of work.

Sponsors of the conference were the President's Committee on Employment of the Handicapped, the U.S. Department of Education's National Institute on Disability and Rehabilitation Research, and the National Council on the Handicapped. Key objectives were to present employment issues for young people and adults with special needs; to develop strategies and guidelines for parents and employers to use in assisting youth with special needs seeking employment; and to produce a guide for replicating this kind of parent-employer conference in other parts of the country.

The conference marked an important phase in the enhancement of partnerships between parents, employers, national, state and local governments, and organizations devoted to improving the lives of young people and adults with special needs in securing employment in the competitive market place.

We acknowledge with deep appreciation the contributions made by all who planned, organized and participated in the conference. The discussions and recommendations there, together with the additional information provided in this publication, should have a broad impact around the country in forging stronger partnerships to benefit those with disabilities and their families.

Special acknowledgement and appreciation are extended to the National Information Center for Children and Youth with Handicaps (NICHCY) for their extensive efforts in compiling and publishing this proceedings document. For further information about obtaining additional copies, contact NICHCY, P.O. Box 1492, Washington, DC 20013.

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Foreword: A Frontier Approach in Transition

"Youth with disabilities face an uncertain future when they leave the nation's public schools. Qualification for employment is an implied promise of American education, but between 50 and 80 percent of working age adults who report a disability are jobless.

"Parents and employers play a critical role in disseminating information to the public about new perceptions and service models for overcoming employment disincentives. This is a period in which enlightenment and ignorance co-exist. Focusing on these tasks, parents must mobilize at local levels."

Madeleine Will, Assistant Secretary of Education for Special Education and Rehabilitative Services

"We must work together now. We must take action - parents, employers, vocational rehabilitation, people with handicaps and advocates. It is through conferences like this that we can motivate others to help in the process."

Harold Russell, Chairman, President's Committee on Employment of the Handicapped

"Together, parents and employers make up the ingredients for the best pathways to employment. It is our goal that transition and people with disabilities in employment settings will be commonplace."

Roxanne Vierra
National Council on the Handicapped

These challenges were issued to a greater audience than those at the Washington conference. Leadership at the federal level recognizes that this conference represented a first step in exploring the significant role parents, employers, and youth with disabilities have in the transition to work process and to provide a catalyst for improving the effectiveness of their roles.

The transition to work happens in your hometown, not in Washington, D.C. The conference brought together some key people to generate ideas about how parents and employers might work together more effectively in the transition process. But as Jay E. Rochlin, Acting Executive Director of the President's Committee on the Employment of the Handicapped, stressed, *"Washington can only provide the guidelines and incentives to facilitate action. It is the people in the field who make things happen."*

The conference planners believed that in order to gain knowledge and alternative perspectives, parents might benefit from working directly with representatives of business and industry to gain a better understanding of the employer's needs and expectations. In turn, business and industry might benefit from a clearer appreciation of the needs and expectations of individuals with handicaps.

This document moves us a step forward in building these partnerships, by providing information, sharing resources, and demonstrating how you can hold similar conferences in local communities to initiate action at the grassroots. Some of the ideas may be meaningful for you, others may not be workable. This is only the beginning. The ideas must be implemented at local and regional levels with feedback to provide further direction as we explore new ways to be effective in the transition process.

The first section summarizes the expectations and perceptions of parents, employers, young people with disabilities and service providers, giving an overview of basic concerns and identifying successful approaches and techniques for developing employment opportunities.

The second section outlines strategies, actions, and guidelines recommended by conference participants and others for adaptation by parents and employers to develop employment opportunities, find jobs and keep them.

The third section presents techniques and tools parents and employers can use to replicate the conference in their local communities.

The fourth section contains listings of available resources and bibliography. An Appendix includes additional helpful information.

The concepts and information presented here represent national trends. You should weigh local circumstances, including what is happening on the

employment scene in your community, the economic environment, the concerns of service providers, the interests of your young people, the financial ramifications, against the ideas and data presented at this conference, in order to make this material applicable to your area.

With information and resource sharing, successful partnerships can be forged between parents and employers. With continued support from legislative leaders at all levels, these partnerships can be made stronger. The conference and this document hopefully will increase attention, services, and resources needed by persons with disabilities, their families, and their potential employers, to achieve self support and living truly independently.

"Parents are the driving force, working actively with their sons and daughters and service providers, to find a bridge from school to work and independent living in the community. Professionals involved in providing effective education and vocational rehabilitation services have long recognized the talent and commitment of parent advocates, who can 'tap' the system and effect positive advances in service at state and local levels. We now propose to expand these partnerships to include employers. These expanded partnerships are a natural outgrowth of the range of comprehensive services which should be provided to disabled individuals from infancy through adulthood."

Carol Inman, Deputy Assistant Secretary of Education Office of Special Education and Rehabilitative Services

Introduction: Setting the Stage

Historically, professional service providers have been responsible for job readiness, vocational training, job development and placement for youth with disabilities. Yet, parents are often the ones who have met these needs for their sons and daughters seeking employment.

A recent article on the parents' role as part of the transition team points out that many parents are in effect the ultimate advocates and case managers for their children and have a key role in fostering self advocacy and independence as their children mature; they are the one constant in a lifetime of changing service agencies and service providers. (Goodall and Bruder, 1985). The article cites these major parent-oriented issues:

1. Parents must learn about the transition process;
2. Parents must recognize their role in the transition process;
3. Parents must actively participate in the transition process.

Goodall and Bruder cite several sources indicating that professionals are accepting parents as equals in the team planning process. Parents have an in-depth knowledge about their children that a professional can tap. Their knowledge, influence, and role are a vital part of a successful transition process.

But it is important for parents to recognize that this role is not the same type of role or interaction that they had with the school system. Conferences such as this can help parents acquire the special kind of knowledge and skills needed in the transition process.

The Employer's Role

At the same time, employers are recognizing that they have a role to play in the transition process. A survey of the nation's employers by Louis Harris and Associates, published in 1987 as "Employing Disabled Americans," pointed out that people with disabilities can work well and offer safe, reliable work skills. However, the survey also showed that far too many people with disabilities remain out of the labor market. Some of the critical findings from the study were:

- Lack of qualified applicants is the single most important barrier to employment, according to 60 percent of the employers.

- Nine out of every 10 companies which have experience with disabled employees rate their work good to excellent. Nearly all workers with disabilities do their jobs as well as or better than other employees in similar jobs.

- Nearly 84 percent of employers are satisfied with disabled people's attendance, safety, reliability and productivity in the workplace.

- Only large companies are really opening their doors to applicants with disabilities; 52 percent of companies with 10,000 or more employees hired people with disabilities last year.

- In contrast, 27 percent of companies with 50-999 employees, and 16 percent of companies with 10-49 employees hired people with disabilities.

- Average costs of employing disabled people and nondisabled people are about the same, according to 75 percent of employers.

The Harris Poll also reported that when asked what policy changes are needed to expand employment opportunities for disabled persons, respondents cited: increased job training; increased information about available applicants, training programs and placement agencies; and increased aggressiveness on the part of disabled applicants.

While some of these findings may not reflect the employment situation in every community, they do represent national trends. Frank G. Bowe, Ph.D., LL.D., Chairman, Commission on Education of the Deaf, pointed out that the downward trend in the numbers of transition age youth will continue for at least 10 more years, resulting in fewer people competing for a growing number of jobs. He also emphasized that on the whole, young people are prepared for the kinds of jobs that employers are offering. The vast majority of 16-to-24-year-olds with disabilities have a high school education or close to it, and more are going to college.

In looking at collaboration between parents and employers, conferees made several general points that serve as a further introduction:

- It is important to recognize that competitive employment is for all persons with disabilities. Even those with milder handicaps need support and assistance.

- Different types of disabilities may present different needs in terms of vocational preparation, employment settings, and other circumstances.

- Parents cannot interact with employers in the same way as they did with the school systems.

- Even though employers may be willing to hire persons with disabilities, it is not a major concern to them. Employers' participation in programs and local conferences should be structured in terms of their degree of commitment and the administrative and supervisory level of their attending representatives.

- If properly implemented, mainstreaming can be the long-term way to promote positive attitudes about disabilities.

- Employment is the priority. All other things then become possible.

Section I: Parent and Employer Perceptions and Expectations

PARENT ATTITUDES

"Parents can give their children two things: one is roots, the other is wings. The parent is the common denominator in the success of their children."

Jay Rochlin

Possibly more important than anything parents do is their attitude of confidence and emotional support expressed toward a son or daughter with disabilities. "Parents often feel they have to give up their dreams for their children because they are disabled," Mr. Rochlin added.

But Jacqueline Z. Mendelsohn, a Chevy Chase, Maryland, resident and parent, cautioned that this attitude often interferes with a child's eventual success at achieving independence. The key for parents is to be aware of their attitudes and learn to "let go" at natural transition points through their children's lives. This involves allowing children to make choices, to develop independent living skills, and to become their own advocates.

Parents must be careful not to handicap their children due to their own feelings of vulnerability and unreal expectations. The family as a group needs to be open about planning for the future.

Participants also warned that a parent's natural feeling of protectiveness may be the hardest barrier for a young person with a disability. Parents need to question honestly whether their attitudes about transition to work and adult life are realistic or whether they reflect their own fears and needs.

Risk Taking

"Think to tomorrow and aim high!"

Cory Moore

Risk taking is vital for the child and the parent, stressed Cory Moore of Rockville, Maryland, a mother and the Parent Information and Education Coordinator for the Montgomery County Association for Retarded Citizens.

"All children have the right to succeed or to fail, the right to take risks, to accept responsibility. Parents have remarkable will, but the reality is that they are mortal, that they will in most cases die before their sons and daughters do, that they (their children) cannot depend on their parents forever. Parents must help them get ready and then let go. If allowed, young people can be their own best advocates; parents can enable or can sabotage their children's efforts."

Ann Champ-Wilson, a parent and executive director of Deafpride, Inc., admitted that before her son was born, she had prejudices, but he helped her to persevere and never gave up. The family is always there for support, but it is the child who must take the risks himself.

Fostering Independence

"The family is the critical factor in fostering independence. It is enthusiasm and positiveness from within the family system that make the critical difference to allowing people with disabilities to own their own lives. Don't let the system be the barrier."

Dr. Ann Turnbull

Participants emphasized that young persons with disabilities are capable of living independently, and that when they do have an opportunity, they find greater self-esteem and satisfaction. It is necessary to develop support systems that foster the concept of independence.

Part of the question of independence is reliance on systems or rehabilitation agencies to prepare and place youth with disabilities. "Families are the driving force, but they should not do the placement," stated Sherril Moon. Parents cannot interact with employers the way they did with the schools.

However, deep parental involvement is recognized in many other aspects of employment. For example, parents must understand the procedures involved in applying for Supplemental Security Income and must make a decision about their willingness to lose part or all of these benefits in favor of productive employment.

Similarly, as Ann Champ-Wilson and Suzanne Kendrick stressed, when they faced their children's disabilities, there were very few support systems,

including lack of interpreters, counseling, and transportation, and they had a long search for appropriate employment. They expressed a sense of apprehension and anxiety, heightened by a concern for what would happen to their children - "Parents won't live forever" - and the need to be both advocate and parent. Their sons, James and Matthew, described their efforts at finding employment. And their employers, SSG Gertrude E. Beltz at the Pentagon, and Dan Rossiter of M-ARC Developmental Center in Madison, Wisconsin, discussed how they were able to gain a better understanding about how people with disabilities could work productively.

Exploring Options

"Parents are tenacious. They can teach their children how to manage and they can encourage creativity."

Thomas Murray

Mr. Murray advocates the entrepreneurship approach at the community level as an alternative to government quotas or business boycotts to promote employment of persons with disabilities. Parents need to expand the focus of their approach and be creative in exploring new options. A small business can be developed to fill a need identified by networking with other businesses in the area or buying out another small business. What is critical is to match the skills of the handicapped person to a job that the individual would enjoy, and see how to develop a business based on those skills. Types of enterprises that fit this model include painting, lawn care, laundromats, gift shops, restaurants, bowling alleys, and multimedia distribution services.

EMPLOYER PERCEPTIONS AND EXPECTATIONS

"Employers, as human beings, are going to assume the 'worst case scenario,' especially in the absence of other information. Everyone reacts to disability, but as you become more knowledgeable, your reactions become more accepting."

Richard Pimentel

Mr. Pimentel of Milton Wright and Associates conducted an attitudinal awareness session, which is a resource for increasing positive attitudes toward employment of individuals with disabilities. Focus is on making individuals aware of existing attitudes and of the unrealistically high or low expectations of employers and parents, and to increase awareness of attitudinal barriers at the managerial and supervisory levels.

"Everyone reacts to a disability, but we hire people."

Reactions to disabilities are usually based on two factors: (1) knowledge - what a person knows about a disability, primarily based on knowing people with disabilities or experience with them; and (2) ignorance - what a person does not know about disabilities and how vulnerable that person might be to becoming disabled.

"For many the greatest barrier to a better quality of life is poor attitude. This is a reciprocal relationship between the disabled and the non-disabled."

Jay Rochlin.

Mainstream education and community integration efforts benefit not only the child or youth with disabilities but also those without disabilities. They reinforce and teach those who will become future employees, co-workers and neighbors tolerance for differences in individuals.

Ed Bomsey, manager of employee relations for Edison Electric Institute, pointed out that, while the goal of the workplace is to ensure that no one is special, two critical factors are important to achieve this goal: (1) Reasonable accommodations can be made if there is an understanding of what the applicant/worker needs and what the employer can provide; (2) Negative attitudes of other employees must be considered, and the employer can help workers with disabilities overcome these on their own or, if outright discrimination and harassment occur, take the problem to management.

Myths and Realities

Mr. Pimentel responded to three common employment fallacies:

Fallacy #1: "Employers are experts in hiring." Managers and supervisors do the hiring, but have had no training for this. Usually employers err on the side of conservatism based on lack of training and expertise in hiring practices. They are afraid to take unnecessary risks.

Fallacy #2: "The best qualified person gets the job." It really is the person who is presented best. You have to be well qualified to make it past the first round, but the second round is based on whom they "like."

Fallacy #3: "Being turned down for a job is a reflection of who you are." A person with a significant disability will interview 10 times more than others for a job and receive 10 times more rejection and give up. Being turned down is something over which we have no control. Parents need to prepare their children for this.

Ed Bomsey stressed the need for resolving myths about employing workers with disabilities. They do not pose insurance, absentee, or behavior problems any more severe than do employees without disabilities. Other myths are that workers with disabilities are more likely to be injured on the job and that hiring a person with a disability requires extensive, costly modifications of the workplace. These were refuted by the Louis Harris Poll (see Introduction).

It is important to foster the attitude that individuals with disabilities and those who are nondisabled are entitled to be average, thereby lessening the stress to be perfect. Employees must understand the specific requirements of the job and be able to put their best foot forward and discuss their abilities as well as their disabilities. Parents and employers can best support youth with disabilities by preparing them for both success and failure.

Employer Expectations

Dr. Sherril Moon of Virginia Commonwealth University reported that a survey of employers who hire workers with disabilities showed that these employers gave high ratings to performance indicators, such as attendance, promptness, safety and punctuality. Her survey found that 75 percent hire because they feel everyone deserves to work; 50 percent because of the need to fill a job; 3 percent had promised to help someone get a job. Public relations was the least important incentive.

Of those who did not hire persons with disabilities, 80 percent said there were no applicants, and fewer than 20 percent cited customer reaction or supervisory requirements.

Individual employers represented at the conference added their expectations. Fred Thompson, manager of personnel and community relations for Woodward and Lothrop, a Washington department store chain, stressed the need for communicating to parents the work behavior that employers expect.

"Normalization is the key. We expect no more from the handicapped than from the nonhandicapped."
Fred Thompson

Among the expectations of employers, Mr. Thompson cited these:

- problem-solving ability
- appropriate social skills: communication, manners, etc.
- motivation and initiative
- positive attitude, especially in dealing with people
- punctuality and attendance, especially the first 90 days when evaluations are made
- appropriate hygiene and grooming

Nancy Hunter, manager of Friendly's Restaurant in Muncy, Pennsylvania, where about 25 percent of the employees have disabilities, noted that the company believes disability is not a factor unless it impairs the ability to do the job. She has not had to dismiss any worker with a disability because of poor performance, safety or related issues.

Jay Fopma, Safeway Stores manager who heads a supported employment program at Safeway Product Recovery Center with more than 50 employees with disabilities from Melwood Center in Upper Marlboro, Maryland, commented: "The only limitations they have as workers are those they place on themselves."

Spencer Bartley, district training manager for Southland Corporation, 7-11 Stores, urged parents, employers and educators to stop blaming each other and network together. He encouraged a positive attitude, challenging young people to "get out into the employment field and show what you can do."

Staff Sergeant Gertrude E. Beltz, supervisor of James Wilson (conference participant), gained new knowledge and insight about herself and her perceptions of people with disabilities. From hands-on experience, she is aware that people with disabilities can be productive and efficient employees. She expressed the thought that many employees cannot "see" the potential of individual employees because they cannot "see" beyond their disability.

Section II: Parent and Employer Action

PARENT ACTION

"Independence means choosing how to live your life within your inherent means and capabilities and in light of your preferences . . . Independence is a sense of being in charge of yourself, making your own decisions. It can mean choosing on whom to depend. These skills are not usually taught in school."

Ann Turnbull

Parents can help actively in many ways. Listed here are some actions suggested by presenters and participants at the conference.

Decision Making

Dr. Turnbull presented a systematic way of thinking about decision making and problem solving that can be used by parents to support young people as they move towards employment opportunities. The five steps and their application in employment situations are:

- Identifying needs and preferences
  - stating preferences for employment
  - determining one's needs for benefits
- Identifying and considering a range of options
  - visiting several job sites to determine preference
  - identifying the benefits and drawbacks of working in one job versus another
  - exploring possible post-secondary education training programs
- Selecting an appropriate option
  - choosing to apply for a particular job from a choice of possibilities
  - choosing to enroll in a post-secondary training program
- Implementing selected option
  - making transportation and logistical arrangements necessary to start a job
  - taking action to solve unanticipated problems or disputes with co-workers
- Evaluating benefits and drawbacks of selected option
  - responding candidly to the question, "How do you like your job?"
  - determining when it is time for a career advancement or change and the strategies that one can follow in taking action.

Meeting Parental Concerns

Dr. Sherril Moon stressed the need for parents to start planning early in addressing their chief concerns about employment and specific job opportunities. She listed the following concerns:

- Ability to work competitively
- Type of job and site conditions, including safety and dignity
- Work hours and schedules
- Supervision and whether there is need for a job coach
- Transportation, especially in rural and suburban areas
- Retention of SSI and Medicaid benefits
- Leisure time and social contacts

Some of these concerns were also voiced by Russell Bowden, Executive Director of the Power Rehabilitation Center in Allen, Texas, which has placed 300 people with disabilities in competitive jobs, 78 percent of whom have retained employment after one year. Criteria for job selection and placement, he suggested, should include whether the job is safe and legitimate, whether it pays at least minimum or ongoing wage and provides benefits, and most important, how the young person feels about the job.

This implies making sure the person is ready for employment, the tasks of the job are analyzed, and the youth can succeed. The bottom line is that a business is in business to make a profit - and will not hire persons who cannot do the job regardless of who they are and whether or not they have a disability.

Strategies for Independence

Strategies for fostering and facilitating independence, together with some "do's and don'ts" for parents, provide some guidelines that can be helpful:

At a personal level:

o Provide reasonable daily responsibilities for your children. Don't spoil them.

o Allow for freedom of choice. Encourage the

child to say: "I'll try," rather than "I can't."

- Help children develop skills in personal care, hygiene and social interaction. Start to teach skills at the level where the child is and build from there.

- Give the child time to complete a task. Don't make excuses for your child.

- Practice problem solving and teach survival skills: use of money, time, telephone, cooking, travel, taking daily medications.

- Don't make your child's job a reflection of yourself.

With the school system:

- Work with the school system to make the IEP specific to the real world;

- Don't wait until graduation. Use the school system and counselors to build for the future.

In the community:

- Extend your child's responsibility out into the community, through after-school employment and volunteer possibilities.

- Find positive role models in integrated community settings.

- Enlist the support of siblings and friends in mainstreamed activities.

- Create experiences for separating from the family: overnight camp, staying with a relative or friend, scouting programs.

In the business world:

- Don't expect the employer to understand your child as well as you do.

- Don't expect the employer to be perfect.

- Provide information to employers about legislation, job coaching, and other available resources.

Other specific suggestions for action by parents include:

- Become familiar with the concepts of transitional programs and how they relate to community-based instruction and to improving the quality of life for young people. Service providers often do not know if a special programs exists; parents have to find out for themselves.

- Be advocates for improved services. Support legislative proposals that would expand employment opportunities for individuals with disabilities.

- Act as advocates for your children. Yet recognize that in some situations, parent involvement in job placement may inhibit the young person's independence. Consider utilizing an advocate or a skilled job developer/job coach to make employer contacts. Where parents may be the only ones available, for example in rural areas, explore the possibility of trading off with other parents to support each other in this role.

- Take advantage of the program and project resources in transitional employment. Share information and resources on job accommodations, support services, SSI benefits, etc. with employers. (See Resources in Section IV).

- Become knowledgeable and be involved at an early stage in vocational planning and helping your children develop employability skills, e.g. grooming, getting places on time, doing things on time, completing tasks,etc.

- Participate in the planning process. See that your child's IEP includes steps to career education and work skills. Encourage school administrators to provide work experiences for the secondary special education student.

- Work closely with job counselors and young people in skill development, especially before and during the interview process.

- Use your own business associates, friends, neighbors, relatives, and other contacts to help find employment opportunities.

- Be openly supportive of your children and encourage them to take risks and explore the world of work.

- Investigate community employment needs. Explore local labor unions to learn about eligibility status, apprenticeship programs, and support for transition.

• Learn about Supplemental Security Income incentives for employment that have been made permanent under 1987 legislation. Meet with a representative of your local Social Security Administration office to check into the Section 1619 provisions on allowable earnings and continued Medicaid support.

• Follow a systematic transition planning sequence to establish and manage long-range transition plans. (See example in Section IV.)

• Involve employment agencies in the transition process.

• Investigate selected placement programs available through public agencies. Look into group home options.

• Explore potential self-employment options -- the possibility of a young person developing his or her own business or work-at-home businesses on a commercial or professional level. (See Resources in Section IV)

• Participate in local, state and national activities in order to network with other parents and professionals. Examples of such activities follow, and others can be found in Section IV:

- school-related groups, e.g., PTA, Parent Advisory Groups, School Board, etc.
- conferences
- parent networks, e.g., Technical Assistance for Parent Programs (TAPP) regional units
- special interest organizations, e.g., The Association for Persons with Severe Handicaps (TASH), Association for Retarded Citizens, National Rehabilitation Council, United Cerebral Palsy, etc.
- government agencies and government-sponsored groups, e.g., President's Committee on Employment of the Handicapped, Developmental Disabilities Councils, National Governors' Association, State Employment Commissions, State Vocational Rehabilitation Agencies, State or Governor's Committees on Employment of the Handicapped, etc.
- business groups, e.g., Chambers of Commerce, National Federation of Independent Business, National Business League, Jaycees, Private Industry Councils, Partners with Industry, other state and local organizations.

EMPLOYER ACTION

"Companies ... have found that employees who are disabled make good employees. Companies ... have found that being successful in business means using all the resources available, including human resources."

Harold Russell, Chairman, President's Committee on Employment of the Handicapped

Conference participants proposed a number of actions to be taken by employers individually and as business/industry groups to work with parents and service providers in expanding and improving employment opportunities for young people with disabilities. These include:

• Tap state and local resources - state agencies for vocational rehabilitation, area associations for persons with disabilities, and consumer organizations - to identify qualified individuals with disabilities.

• Find out about practical accommodations that have been used successfully in business and industry to enable people with disabilities to work. Use the Job Accommodation Network (JAN), sponsored by OSERS and PCEH. By calling a toll-free number: 800-JAN-PCEH - you can get free advice on making accommodations for workers with disabilities.

• Learn from the experience of larger companies which have employed people with disabling conditions successfully. "Disabled Americans at Work," published in 1987 by PCEH and the Dole Foundation, gives case histories of some of these, and PCEH can tell you about more and show how to do it right. (See Resources in Section IV)

• Participate in cooperative education programs/transitional employment and supported work programs with local school districts and other human service agencies.

• Contact employment agencies and the State Employment Service to identify competent people with disabilities they may know about.

• Work with service providers to develop a task analysis for jobs in your industry, identifying the level of competencies for specific tasks and calling on service providers to assess what persons with different types of disabilities can perform. Recognize that some people only have functional limitations; look for jobs that they can handle.

• Provide awareness training to front-line supervisors about rights, accommodations, needs of workers with disabilities. Teach them how to work with disabled individuals and how to train for ability, not disability.

• Participate in local planning teams with parents, vocational rehabilitation representatives, etc., in the community.

• Take part in seminars and similar programs on disability awareness (e.g., such as those given by the Illinois Department of Rehabilitation Services JOBS-NOW program.)

• Explain to parents and service providers what you as an employer look for and expect to see in employees, in terms of skills, behavior, attitude, etc.

• Try to maintain natural proportions of employees on the work site, so that there are not clusters of persons with disabilities. For example, provide "integrated work with support" where the person with disabilities works within sight, sound, and touch of nondisabled co-workers.

• Network with business groups within the community and encourage business-to-business contacts. Find out about successful employment efforts of other employers and see what you can learn from them. Share your successes with them. Peer influence can be mutually beneficial.

• Appoint someone in your company to coordinate efforts involving the hiring of persons with disabilities, to increase the awareness of other workers, and to develop training programs and attitudinal projects, where necessary.

• Learn the appropriate language: don't call young people "children;" refer to the person first, the disability second.

Employers represented at the conference, and others nationally who have participated in similar programs, provide a wealth of examples of successful projects, besides those already mentioned. For example:

Spencer Bartley of Southland Corporation, 7-11 Stores, had placed 30 young people with disabilities in jobs at the time of the conference. Since then he has now placed more than 50 in Northern Virginia and is recruiting and placing others in the Washington, D.C. and Maryland area also, with hopes to move to a nationwide basis.

Xerox Corporation participates in a cooperative education program with the Los Angeles County Office of Special Education. The joint venture focuses on providing career exploration for high school students with a wide range of disabilities in 10 manufacturing plants, distribution centers and marketing offices. Key ingredients, according to Don Bueche, Manager of Marketing Support Operations, have been the enthusiastic and flexible approaches of career education instructors and the Xerox "coaches" who volunteer to assist students in learning job requirements and act as their supervisors.

Pizza Hut has a transitional employment program in Los Angeles working through the local school district's special education division, a private program, and the state department of employability development. The aim is to move the disabled workers from special status to regular, mainstream employment as quickly as possible. Many of the students are qualified to bring Targeted Jobs Tax Credit advantages.

At Philip Morris, supervisors undergo awareness training including sign language, to prepare for hiring people with hearing impairments.

Procter & Gamble seeks out disabled people who can contribute to the company, claiming that "people with disabilities are a resource of talent that P&G as a competitive company cannot afford to ignore when seeking new employees."

Pennsylvania Power and Light Company hires people with disabilities from a vocational rehabilitation center to sort thousands of bill payments. Some of the workers will use this job as a bridge to competitive employment. The company says: "We judge applicants by how well they can fulfill the responsibilities of a particular job. If a qualified applicant happens to be disabled in some way, we try to accommodate by making adjust-

ments in physical equipment or job responsibilities."

American Express has a pilot program in which 10 physically disabled individuals work in home offices linked to corporate headquarters and transcribe documents, transmitting them to a printer. "We are trying to create opportunities for employable homebound individuals whose disabilities have prevented them from entering the traditional job market."

These and other examples are described in "Disabled Americans at Work," cited above. (More details in Section IV on Resources)

Section III: Replication

How to Conduct a Local Conference on Parent-Employer Partnerships

The following guidelines incorporate recommendations made by conference participants at a work session, and suggestions made subsequently. Together with complementary materials in Section IV and the Appendix, these guidelines provide a working resource and reference for parents, advocates, business and industry, professionals, government representatives, and young people with disabilities to adapt and modify for their own community situation and individual needs.

Getting Started

1. **Planning Committee**. Who starts the ball rolling? It can be any interested party or group, or several sponsoring organizations. The first task is to create a Planning Committee. Members might be drawn from:

- parent/advocacy groups
- individual employers and/or business and industry groups; Chamber of Commerce; Partners with Industry participants; retired business persons; employment agencies
- officials of state and/or local vocational rehabilitation, vocational education, special education agencies, Social Security, DD councils
- Governor's or Mayor's Committee on Employment of the Handicapped or related group
- service providers, independent living centers, YMCAs
- young people with disabilities including some who are working
- employed adults with disabilities

Tasks of Planning Committee

- Prepare a goal statement, defining conference outcome and objectives (i.e., increase awareness of the need for job development, job accommodation, develop strategies for parent/employer partnerships, etc.).
- Determine program components, topics and format.
- Establish criteria for invitees.
- Select individuals to serve as presenters. Committee members may make personal requests to potential presenters to determine their availability, with the Coordinator following up with formal letter of confirmation.
- Set date for conference, checking on any conflicts with holidays, long weekends, or other community events.
- Determine length of conference - one day or even a half-day may be easier to arrange and more convenient for employers.
- Select site - in some locales it may be better to restrict the conference to a limited geographic area to avoid overnight hotel bills.
- Appoint a Conference Coordinator. (See tasks below)
- Determine the budget and suggest sources of funds.
- Appoint Committee Chairs.
- Consider plans for audio or videotaping conference.
- Make plans for producing a final report of conference.

2. **Coordinator**. One person should be responsible for supervising arrangements and implementing decisions of the Planning Committee. This person could be a staff member of a cooperating agency or organization or a volunteer.

Tasks of Coordinator

- Assist Planning Committee and other committees as needed.
- Establish a master timetable and list of tasks to be done before, during and after conference.
- Examine possible sites, report to Planning Committee for approval, and reserve facilities.
- Maintain communication with and monitor progress of committees.

- Coordinate logistics for preplanning and conference activities.

- Prepare and mail letters to presenters and invitations to participants. Letters to presenters should indicate purpose, sponsorship, topics, date, time, place, presentation details, reimbursable expenses, invite them to bring handouts if they wish, etc. (See sample in Appendix).

- Arrange for receipt of replies to invitation letters.

- Develop and coordinate registration procedures.

- Solicit relevant factual information from planners, presenters, and other resources to distribute as handouts.

- Keep accurate records of expenditures.

- Assign responsibilities at conference (e.g., registration, facilitators, session note-takers/recorders, room assignments, handouts, audiovisual equipment, press room, welcoming presenters, final report).

Conference Planning

1. Budget. A preliminary budget should be set based on estimates of expenditures by the coordinator and committees. The coordinator should establish or identify a checking account resource. Among the costs might be the following:

- Space rental (unless free space can be obtained).

- Equipment rental (e.g., loudspeaker system, audiovisual projector for slides or films, taping services and supplies).

- Refreshments (e.g., coffee breaks, meals if any).

- Transportation, if necessary.

- Stationery, printing, postage and duplicating for invitation letters and program.

- Hotel, meals, travel for out-of-town presenters.

- Telephone calls.

- Determine need for wheelchairs, interpreters, TTD, etc.

- Miscellaneous expenses.

It is important to keep accurate and complete records of all expenditures, to make prompt payments, and to prepare a financial report accounting for all funds received and expended.

2. Fund Raising. A Fund Raising Committee should be named with parents, employers, and state and local representatives to approach potential sources of funds. Planning Committee members may suggest possible donors and could be asked to approach appropriate sources. Enlist support from the Governor and Mayor and any local or state government council or committee, as well as business groups.

In-Kind Contributions. Some groups may offer in-kind contributions, such as volunteering staff for conference planning and activities, providing typing and mailing of letters, duplicating conference materials, lending sound equipment, donating space for Planning Committee meetings and even for the conference itself, donating refreshments, etc. Ask local corporations to donate time and service, e.g. to print the program, assist with promotion, contribute food, provide transportation. You may be able to sell exhibit space at the conference and/or advertising in the conference program to local businesses.

Other Fund-Raising Sources

- State and local foundations
- Local disability groups
- Federally funded Parents Centers
- Protection and Advocacy Centers and Client Assistance Programs
- College and high school service clubs
- Local business, civic and fraternal organizations, Chamber of Commerce, Kiwanis, Jaycees, Rotary, Lions, Masons, Business and Professional Women's Clubs
- Women's organizations and service clubs
- Religious groups, churches, synagogues
- Radio and TV stations, newspapers
- Senior citizen volunteer groups

In addition, interested parents, employers, citizens, retired business leaders and teachers, and others may be approached for contributions of money or volunteer services.

Tax-deductible Gifts. Contributions can be tax-deductible if arrangements are made to have them paid to a tax-exempt sponsoring organization, earmarked to support the conference.

Recognition of Donors. Special appreciation for all donors can be included in the conference program and also expressed in person at the opening session by the Conference Chair.

3. Recommended Topics. Program topics can be selected from those presented at the national conference (See Conference Agenda in Appendix). These included:

- Attitudinal Awareness
- Expectations of Employers
- Fostering Independence in the Young Person with Disabilities
- Employer Incentives
- Small Business and Entrepreneurship
- Panel of Parents, Youth with Disabilities, and Employers
- Developing Partnerships

Other suggested topics are:

- Legislation and legislative policy on employment
- Transition and early strategies, incorporating employment concerns in IEPs
- Economic information - SSI/SSDI, independent living, insurance
- Transportation problems related to employment
- Federal directions, including latest data
- Establishing local planning teams

Additional suggestions on program format include:

- More employer, parent, and professional interaction.
- Shorter presentations with more time for exchange between panels and parents, and informal networking.
- Use of more visual aids.
- Explanation of how to disseminate information throughout area.
- More time for questions and answers.
- More opportunity to talk to employed disabled young adults.
- Invite a keynote speaker who can present factual information, inspire action, and be well-known enough to attract local audiences.

4. Participants. In addition to a representative group of parents, employers, young people with disabilities, service providers, and educators, the following concerns should be considered in selecting persons to be invited:

- More minority participation;
- Broader cross-section of socio-economic backgrounds, not just parents who are highly educated;
- Include employers who have had negative experiences to learn how to solve similar problems and to give them a more positive picture;
- Involve hard-to-reach adults with disabilities who often fall through the cracks;
- Use more parents who are not professionals as formal presenters;
- Use employed adults with disabilities;
- Invite employment agencies.

5. Logistics. The following checklist can be helpful in identifying and obtaining an appropriate conference location, determining equipment needs, planning registration, and scheduling activities at the conference:

- Locate and obtain an accessible, barrier-free, affordable, appropriate conference site. Possible free locations are school or college auditoriums, community or civic center, local association offices, YMCA, church, business group or large industrial plant. If a sufficient number of participants will stay in a hotel, the hotel may give free meeting space.

- Arrange for smaller nearby rooms for workshops or small discussion groups.

- Rent or borrow loudspeaker system with microphones for large sessions, and slide/movie or overhead projector if needed by any presenters; also, obtain VCR, monitor and taping equipment, if desired.

- Provide for refreshment breaks (coffee, tea, soda).

- Arrange for transportation, if necessary.

- Provide pencils and pads for participants, or see if hotel or sponsor will provide them.

- Arrange for registration tables, signs, and aides to assist.

- Provide name tags for participants.

- Provide signs for breakout rooms and directions.

- Prepare programs with schedule and names of participants to distribute at registration.

- Arrange for handouts of literature, fact sheets, etc.

- Provide exhibit tables if commercial firms are exhibiting for a fee.

- Brief the facilitators and recorders on their duties.

- Arrange to tape the conference or have someone take notes on presentations and recommendations at work sessions.

- Write thank-you letters to presenters after the conference.

6. Promotion A news release in advance can alert interested employers, service providers and young people with disabilities who might wish to participate in the conference. A Press Advisory to city editors of local and regional newspapers, and assignment editors of radio and TV stations can invite the press to cover the conference. A Press Room can be set up at the conference, with copies of the program, presenters' speeches if available in advance, and any handouts, can be set up with volunteers in charge to assist any media representatives attending. The invitation to cover should give the conference objective, topics, sponsorship, date, time, location, and name, address and phone number of a contact person for further information.

7. Expected Outcomes

- Immediate feedback at the conference, and survey of attendees for their reactions and further recommendations.

- Mailing list of conference attendees and exhibitors/sponsors.

- Plan of action to implement recommendations made by participants, including a timetable, designation of responsibility, procedure for monitoring and reporting on progress.

- Thank-you letters to presenters, contributors, sponsors.

- Follow-up/effectiveness data collection.

- If you replicate this conference and develop a written document or report, please send a copy to the sponsors of the National Conference (addresses can be found in Section IV), so that others around the country can be kept informed of progress made in local communities to promote parent-employer partnerships.

GOOD LUCK!

Section IV: Resources

CONFERENCE SPONSORS

The President's Committee on Employment of the Handicapped
1111 20th Street, NW, 6th Floor
Washington, DC 20036
(202)653-5044

The President's Committee on Employment of the Handicapped serves in an advocacy and public awareness role to promote job opportunities for people with disabilities. The Committee works with a network of cooperating Governors' Committees and other public and private organizations to eliminate barriers to employment. The President's Committee has been a strong advocate in the areas of vocational preparation and education for youth with disabilities. Educational, informational and technical assistance services are available, partly in the form of a variety of brochures, reports and periodicals, from the Committee.

National Institute on Disability and Rehabilitation Research
The U.S. Department of Education
Office of Special Education and Rehabilitative Services
330 C Street, SW
Washington, DC 20202
(202)732-1134
The National Institute on Disability and Rehabilitation Research (NIDRR), formerly the National Institute of Handicapped Research (NIHR), provides leadership and support for a comprehensive and coordinated national and international program of research regarding the rehabilitation of handicapped individuals. NIDRR is required by law to develop and implement a long-range plan for rehabilitation research with the participation of Federal and private-sector organizations. NIDRR oversees the allocation of funds to Rehabilitation Research and Training Centers and Rehabilitation Engineering Centers, as well as research and demonstration projects, field-initiated research projects, innovation grants, and fellowships.

The Institute's mission also encompasses the dissemination of information concerning developments in rehabilitation procedures, methods and devices which can improve the lives of people of all ages with physical and mental handicaps, especially those who are severely disabled. One of the most important aspects of research supported by the Institute is that it helps to assure the integration of disabled persons into independent and semi-independent community life.

The National Council on the Handicapped
800 Independence Avenue, SW, Suite 814
Washington, DC 20951
(202)267-3846 Voice; (202)267-3232 TDD

The National Council on the Handicapped is an independent federal agency comprised of 15 members appointed by the President and confirmed by the Senate. The Council is charged with reviewing all federal laws, programs, and policies affecting Americans with disabilities. It makes recommendations to the President, Congress, Commissioner of the Rehabilitation Services Administration, and Director of the National Institute on Dis-

ability and Rehabilitation Research. The Council is the only federal agency with cross-cutting responsibility for disability policy issues. Its committees include: Adult Services, Children's Services, External Affairs, and Research.

FEDERALLY FUNDED CLEARINGHOUSES

The clearinghouses shown below can provide you with general information as well as resources in your state or region.

Clearinghouse on the Handicapped
U.S. Department of Education
Office of Special Education and Rehabilitative Services (OSERS)
330 C Street, SW
Room 3132
Washington, DC 20202
(202) 732-1244

Created by the Rehabilitation Act of 1973, the Clearinghouse responds to inquiries, and researches and documents information operations serving the handicapped field on the national, state and local levels. The Clearinghouse responds to inquiries on a wide range of topics. Information is especially strong in the areas of Federal funding for programs serving disabled people, Federal legislation affecting the handicapped community, and Federal programs benefiting people with handicapping conditions. The Clearinghouse is knowledgeable about who has information and refers inquirers to appropriate sources. Contact the Clearinghouse for information on OSERS' Supported Employment Grants. To date, 27 states have received these grants. The Clearinghouse can refer you to projects in your area.

National Information Center for Children and Youth with Handicaps (NICHCY)
Box 1492
Washington, DC 20013
(703)522-3332 (Voice or TDD)

NICHCY is a free information service that assists parents, educators, caregivers and others by responding to specific inquiries, producing information packets, issuing state-of-the-art publications and newsletters, and providing technical assistance to parent and professional groups. NICHCY can direct you to your state directors of special education and of vocational rehabilitation, client assistance program director, vocational special needs director, and federally funded parent centers or supported employment projects. NICHCY is funded through a cooperative agreement between the Office of Special Education and Rehabilitative Services, and Interstate Research Associates Inc.

Higher Education and the Handicapped (HEATH) Resource Center
National Clearinghouse on Postsecondary Education for Handicapped Individuals
One Dupont Circle, Suite 670
Washington, DC 20036
(202)833-4707 (Voice and TDD)

The HEATH Resource Center serves as an information exchange about educational support services, policies, procedures, adaptations, and opportunities on American campuses, vocational-technical schools, independent living centers, and other training entities after high school. The Center disseminates information through a newsletter, a Resource Directory, the National Directory of Transition Specialists, and fact sheets about topics of concern. The HEATH Resource Center also operates the National

Clearinghouse on Postsecondary Education for the Handicapped. Center staff can assist conference coordinators by suggesting speakers, program content/format, access ideas, and resources to display and distribute. Single copies of HEATH materials are free on request. HEATH is funded through a cooperative agreement between the Office of Special Education and Rehabilitative Services and the American Council on Education.

National Rehabilitation Information Center (NARIC)
4407 Eighth Street, NE
Washington, DC 20017
(202)635-5826; (800) 34-NARIC - (Voice and TDD)

NARIC is a rehabilitation information service and research library located at The Catholic University of America and funded by the National Institute on Disability and Rehabilitation Research, U.S. Department of Education. NARIC has two computerized databases, REHABDATA, a constantly growing collection of rehabilitation literature and research, and ABLEDATA, a continually updated index of more than 14,000 commercially available products designed to help people with disabilities increase their independence. The information specialists welcome visitors, and telephone or written inquiries. NARIC's databases are accessible publicly through BRS Information Technologies. For information, call (800)345-4BRS.

EMPLOYMENT IN FEDERAL GOVERNMENT

Office of Personnel Management (OPM)
Office of Affirmative Employment Programs
Selective Placement Programs
1900 E Street, NW,Room 7317
Washington, DC 20415
(202)632-6158

OPM is the central personnel agency of the Federal government. OPM's Selective Placement Programs provide personnel with information on flexibilities applicable to individuals with handicaps and monitor and coordinate Federal personnel regulations and policies to ensure that such individuals are not affected adversely by barriers in the personnel system. A major focus is on technical assistance to agency program officials to develop understanding about disabilities, job and work site modifications, and resources for obtaining rehabilitation assistance. Selective Placement Coordinators in Federal agencies nationwide provide counseling for job placement and work with supervisors to increase awareness of the capabilities of persons with disabilities and accommodation techniques.

Social Security Administration (SSA)
Office of Human Resources
Special Careers and Recruitment Branch
Room G-122 West High Rise Building
6401 Security Boulevard
Baltimore, MD 21235

In addition to employees hired for competitive appointments under normal Federal selection procedures, SSA has several special programs:

- Temporary appointments - SSA often hires physically disabled individuals on a temporary basis for up to 700 work hours (about 4 months), giving the person a chance to demonstrate that he/she can be a productive employee.

- Unpaid work experience - Under certain circumstances, SSA may provide handicapped individuals with unpaid on-the-job experience and training that may increase their chances for permanent employment, in either the public or private sector. SSA may hire such individuals who perform successfully on a temporary or permanent basis, but there is no obligation to do so.
- Noncompetitive appointments - Individuals with handicaps may seek noncompetitive employment with SSA through special handicapped programs, but first must be certified as eligible by either the State Vocational Rehabilitation Agency or the Veterans Administration.
- Mentally restored - SSA may give temporary employment for up to 2 years to a mentally restored individual who has experienced mental or emotional difficulty but has received treatment and can resume work.
- Disabled veterans - Veterans with service-connected disabilities of 30 percent or more may be hired temporarily for a minimum of 2 months and up to 1 year. Those who demonstrate that they can perform the job may be hired permanently.

FEDERALLY FUNDED REHABILITATION AND RESEARCH CENTERS WITH AN EMPHASIS ON TRANSITION

a. Employment Research and Training Center
Human Resources Center
Projects with Industry
I.U. Willets Road
Albertson, NY 11507
(516)747-5400

b. Rehabilitation Research and Training Center on Improving Community Integration of Mentally Retarded Individuals
Clinical Services Building
2nd Floor
University of Oregon
Eugene, OR 97403
(503)686-3585

c. Research and Training Center for Improved Services to Seriously Emotionally Handicapped Children and their Families
Regional Research Institute
Portland State University
P.O. Box 751
Portland, OR 97207
(503)229-4040

d. Rehabilitation Research and Training Center
Virginia Commonwealth University
1314 West Main Street
Richmond, VA 23284
(804)257-1851

e. Rehabilitation Research and Training Center
University of Wisconsin
Department of Rehabilitation Psychology and Special Education
432 North Murray Street
Madison, WI 53706
(608)263-7785

f. Vocational Research and Training Center
University of Wisconsin-Stout
Menomonie, WI 54751
(715)232-1389

g. Research and Training Center on Community Integration
Center on Human Policy
123 College Place
Syracuse University
Syracuse, NY 13244-4130
(315)423-3851

PARENT RESOURCE PROJECTS

* The Technical Assistance for Parent Programs (TAPP) Project
National Network of Parent Centers
Federation for Children with Special Needs
312 Stuart Street
Boston, MA 02116
(617)482-2915

In 1985, TAPP surveyed projects nationwide and listed the following as being particularly concerned with transition. Those with * are TAPP Regional Centers. Contact them for information regarding the TAPP Center in your state or region:

Parent Information Center of Delaware
Newark Medical Building, Suite 5
327 E. Main Street
Newark, DE 19711
(302)366-0152

* Parents Educating Parents Project/Association for Retarded Citizens
1851 Ram Runway, Suite 102
College Park, GA 30337
(404)761-2745

Coordinating Council for Handicapped Children
20 East Jackson St., Room 900
Chicago, IL 60604
(312)939-3513

PARENTS+PLUS/Kentucky Coalition for Career & Leisure Development
366 Waller Avenue, Suite 119
Lexington, KY 40504
(606)278-4712

* PACER Center, Inc.
4826 Chicago Avenue South
Minneapolis, MN 55417
(612)827-2966

* New Hampshire Parent Information Center
P.O. Box 1422
Concord, NH 03301
(603)224-7005

Western New York Association for the Learning Disabled
190 Franklin Street
Buffalo, NY 14202
(716)866-1135

Tri-State Organized Coalition for Persons with Disabilities
SOC Information Center
3333 Vine Street
Cincinnati, OH 45220
(513)861-2400

Ohio Coalition for the Education of Handicapped Children
Ohio Project for the Transition of Handicapped Youth
933 High Street, Suite 200H
Worthington, OH 43085
(614)431-1307

Vermont Vocational Training Network
Vermont Association for Retarded Citizens
Champlain Mill #37
Winooski, VT 05405
(802)655-4016

* Washington PAVE (Parents Advocating Vocational Education)
6316 South 12th Street
Tacoma, WA 98465
(206)565-2266 (1-800)5-Parent

Parent Education Project
c/o United Cerebral Palsy
154 West Wisconsin Ave., Room 308
Milwaukee, WI 53202
(414)272-4500

ADDITIONAL NATIONAL INFORMATION SOURCES

The following is a partial listing of the many organizations/agencies actively involved with youth in transition.

Association for Retarded Citizens of the United States
On-the-Job Training Project
2501 Avenue J, P.O. Box 6109
Arlington, TX 76011
(817)640-0204

Special Education Parents Alliance
Employment Project for Persons with Disabilities
305 22nd Street, Suite K-164
Glen Ellyn, IL 60137
(312)790-3060

Administration on Developmental Disabilities
Department of Health & Human Services
200 Independence Ave., SW, Room 348F
Washington, DC 20201
(202)245-2588

U.S. Department of Labor
Employment Training Administration
(Job Training Partnership Act and Targeted Jobs Tax Credit)
601 D Street, NW
Washington, DC 20210
(202)523-6871

Job Accommodation Network (JAN)
P.O. Box 468
Morgantown, WV 26505
(800)JAN-PCEH (Voice and TDD)

JAN, a data base system sponsored by the President's Committee on Employment of the Handicapped, provides information to business persons on resolving accommodation problems in placing workers with disabilities in private sector employment. JAN's data base contains specific information about how individual tasks can be performed by persons with limitations. A human factors consultant at JAN discusses a situation with an employer calling the Network, then obtains from the computer a print-out of "close-to-matching" situations indicating functional requirements of a job, functional limitations of the worker, environmental factors, and other pertinent business operations information. The print-out also gives references for personal contact. JAN's consultants may provide referrals to placement services, government agencies, private facilities or rehabilitation engineers, whenever necessary. There is no charge for JAN services; users are asked to provide information about accommodations made to be added to the data base and shared with other employers. Information can be provided in a special format as necessary, TDD and braille. JAN publishes the **JAN Reports**, which includes employer testimonials and facts about the Network. Instructional materials on functional limitation and accommodation are also available.

Mainstream, Inc.
1200 15th Street, NW, Suite 403
Washington, DC 20005
(202)833-1136 (Voice/TTY)

National Association of Developmental Disabilities Councils
1234 Massachusetts Ave. NW
Washington, DC 20005
(202)347-1234

National Association of Rehabilitation Facilities
P.O. Box 17675
Washington, DC 20041
(703)556-8848

National Association of State Directors of Special Education
(SpecialNet communications network)
2021 K Street, NW, Suite 315
Washington, DC 20006
(202)296-1800

National Association of State Mental Health Program Directors
113 Oronoco Street
Alexandria, VA 22314
(703)683-4202

National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210-1090
(614)486-3655

National Restaurant Association
Handicapped Employment Program
311 1st Street, NW
Washington, DC 20001
(202)638-6100

Office of Special Education Programs
Mail Stop 2313
Switzer Building
400 Maryland Avenue, SW
Washington, DC 20202
(202)732-1007

The Office of Special Education Programs (OSEP) administers programs and projects relating to the provision of a free appropriate public education for all children with handicaps. Assistance is provided to public and private education agencies in order to initiate, expand and improve special education and related services, and to assure that the rights of all children with handicaps and their parents or guardians are protected.

Regional Rehabilitation Network on School-to-Work Transition Programs
Human Interaction Research Institute
1849 Sawtelle Boulevard, Suite 102
Los Angeles, CA 90025
(213)479-3028

Rehabilitation Services Administration
Mail Stop 2312
Switzer Building
400 Maryland Avenue, SW
Washington, DC 20202
(202)732-1282

The Rehabilitation Services Administration (RSA) oversees programs which help physically or mentally handicapped individuals obtain employment through counseling, medical and psychological services, job training and other individualized services. RSA also administers training grants to prepare rehabilitation professionals; direct service grants to improve employment outcomes and the quality of life for handicapped individuals; and programs to enable severely handicapped individuals to live more independently within the family or community.

ADDITIONAL STATE AND LOCAL INFORMATION SOURCES
(Contact these agencies in your state for information and assistance:)

State Department of Labor and State Employment Commission (Targeted Jobs Tax Credit)

State or Governor's Employment and Training Division, and Private Industry Councils, and State Job Training Coordinating Councils (Job Training Partnership Act)

State or Governor's Committee on Employment of the Handicapped

State Department of Vocational Rehabilitation (On-the-Job Training)
(and offices in most large and mid-sized cities)
State Industrial Commission (worker's compensation)

Social Security Administration local offices (work incentives, Supplemental Security Income)

State and Local Special Education Department (IEP, special courses)

Postsecondary, vocational institutions, adult education, community colleges

Mental Retardation and Developmental Disabilities Councils and agencies (work activity centers, day training centers, enclaves in industry, supported employment programs)

BIBLIOGRAPHY

Employers and Parents Taking Action: Transitional Work Opportunities for Disabled Youth. Los Angeles, CA: Regional Rehabilitation Network, 1986.

Brochure resulting from Employer-Parent Conference sponsored by Toyota Motor Sales and the RRN. Write for list of other publications on transition topics to RRN, Human Interaction Research Institute, 1849 Sawtelle Boulevard, Suite 102, Los Angeles, CA 90025.

Some Media Tips: Or, We Can't Serve Other Parents Unless They Know We're Here. Minneapolis: Parent Advocacy Center for Education (PACER), 1985. (See Parent Resources above)

Disabled Americans at Work. Washington, DC: The Dole Foundation, 1985.

48-page four-color brochure published with PCEH describing men and women with handicaps working in American top companies, with quotes about their experiences, adjustments that were made to assist them, and their achievements.

Competitive Employment for Persons with Mental Retardation: From Research to Practice, Vol. II. Paul Wehman, John Kregel, Michael Shafer and Mark Hill (editors). Richmond, VA: Rehabilitation Research and Training Center, School of Education, Virginia Commonwealth University, 1987.

A research monograph documenting the efficacy of competitive employment for persons with significant mental retardation.

Parent-Professional Teamwork Employment Project for Persons with Disabilities: A How-To Booklet. Marjorie Lee and Steven Tenpas. Glen Ellyn, IL: Special Education Parents Alliance (305 22nd St., Suite K164, Glen Ellyn, IL 60137).

Contains useful information on establishing an employment project on the local level, as well as suggestions on job development and job coaching procedures.

Developing Independence. Ann Turnbull and Rutherford Turnbull III. Journal of Adolescent Healthcare. March 1985. 6 (2), 108-119.

What Color Is Your Parachute? A Practical Manual for Job Hunters and Career Changers. Richard Bolles. Rev. ed. Berkeley, CA; Ten Speed Press, 1982.

A creative approach to job hunting with exercises designed to help analyze interests and aptitudes.

The Three Boxes of Life: And How to Get Out of Them. Richard Bolles. Berkeley, CA: Ten Speed Press, 1978.

Finding meaning in one's work and measuring one's effectiveness are discussed in the context of learning, achieving and playing during each stage of life.

Job Hunting for the Disabled: A Search for Dignity. Edith Marks and Adele Lewis. Woodbury, NY: Barron's Educational Series, 1983.

Provides information on career selection, interviews, resumes, and job sources. Covers areas of special interest to handicapped individuals including accessibility, adaptive devices, and relevant laws; also has a section on self-employment.

Sweaty Palms: The Neglected Art of Being Interviewed. H. Anthony Medley. Belmont, CA: Lifetime Learning Publications, 1978.

Social Relationships and Interpersonal Skills: A Guide for People with Sensory and Physical Limitations. Falls Church, VA: Institute for Information Studies, 1982.

A self-help guide for disabled persons on initiating and maintaining social relationships.

Where Do We Go From Here? A Primer on Employment Incentives for Parents of Children with Disabilities. Washington, DC: National Association of State Directors of Special Education, 1987.

Brochure to be published in late 1987 pinpointing questions and answers for parents of children with disabilities to encourage them to start early preparing their children for the transition to work.

Appendix A

CONFERENCE PARTICIPANTS

Spencer Bartley *
7-Eleven District 2581
3912 University Drive
Fairfax, VA 22030

Gertrude E. Beltz *
CID, OCLL, OSA
Pentagon, Room 2C600
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* Conference presenters

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Appendix B

AGENDA

CONFERENCE ON PARENT-EMPLOYER PARTNERSHIPS
in the Development of EMPLOYMENT OPPORTUNITIES
for YOUTH with DISABILITIES

Radisson Mark Plaza Hotel
Alexandria, Virginia

MONDAY, MARCH 16, 1987

8:30 a.m. REGISTRATION/COFFEE

9:00 a.m. INTRODUCTIONS

Carol Inman
Deputy Assistant Secretary
Office of Special Education and Rehabilitative Services

WELCOMING REMARKS

Madeleine Will
Assistant Secretary
Office of Special Education and Rehabilitative Services

Roxanne Vierra
Member
National Council on the Handicapped

Harold Russell
Chairman
President's Committee on Employment of the Handicapped

9:15 a.m. KEYNOTE ADDRESS

Presenting an overview of, and future trends for employment for youth with disabilities.

Frank Bowe
Chairman
Commission on Education of the Deaf

10:00 - 12:00 ATTITUDINAL AWARENESS WORKSHOP: "WINDMILLS"

Presenting a resource for increasing positive attitudes towards the employment of individuals with disabilities.

Richard Pimentel
Milton Wright and Associates

12:00 p.m. LUNCHEON

1:30 - 2:30 p.m. PANEL OF EMPLOYERS: EXPECTATIONS OF EMPLOYERS

Communicating to parents the employer's expectations of appropriate work behavior and providing suggestions as to how such behaviors can be taught and reinforced at home and school.

Moderator: Ed Bomsey
Manager, Employee Relations
Edison Electric Institute

Jay Fopma
Manager
Safeway Stores, Inc.

Spencer Bartley
District Training Manager
Southland Corp, 7-Eleven

Fred Thompson
Manager, Personnel and Community Relations
Woodward and Lothrop

2:30 - 3:30 p.m. FOSTERING INDEPENDENCE IN THE YOUNG PERSON WITH DISABILITIES

Moderator: Jacqueline Mendelsohn
Chevy Chase, Maryland

Ann Turnbull
Bureau of Child Research
University of Kansas

Cory Moore
Rockville, Maryland

3:30 - 4:00 p.m. EMPLOYER INCENTIVES

Providing employer incentive information resources for parents to use in job development activities.

Sherril Moon
Virginia Commonwealth University
Richmond, Virginia

4:00 - 5:00 p.m. SMALL BUSINESS AND ENTREPRENEURSHIP

The perspectives of small business owners, who represent the largest number of potential employers of youth with disabilities, and exploring entrepreneurial options.

Moderator: Russell Bowden
Executive Director
Power Rehabilitation Center

Nancy Hunter
Manager
Friendly's Restaurant

Thomas Murray
Tri-State Organized Coalition for Persons with Disabilities

5:15 - 6:15 p.m. POSTER SESSION

A representative sampling of information resources for national, state and local support, and an opportunity for networking.

6:30 p.m. RECEPTION

TUESDAY, MARCH 17, 1987

9:00 - 10:00 a.m. PANEL OF PARENTS, YOUTH WITH DISABILITIES, AND AN EMPLOYER

These parties will present varying perspectives regarding issues and resolutions to issues for youth with disabilities in obtaining and retaining employment.

Moderator: Roxanne Vierra
Member
National Council on the Handicapped

Ann Champ-Wilson
Executive Director
Deafpride, Inc.

James L. Wilson, Jr.
Washington, D.C.

Matthew Kendrick
Madison, Wisconsin

Suzanne K. Kendrick
United Cerebral Palsy Association
Madison, Wisconsin

Gertrude E. Beltz
CID, OCIL, OSA
Pentagon

Dan Rossiter
M-ARC Develpmental Center
Madison, Wisconsin

10:00 - 11:30 a.m. DEVELOPING PARTNERSHIPS

Developing strategies and approaches in the development of employment opportunities for youth with disabilities.

Delores M. John, Director
National Information Center for Handicapped Children and Youth

11:30 a.m. CLOSING REMARKS

Discussing future directions and benefits to employers and youth with disabilities.

Jay F. Rochlin
Acting Executive Director
President's Committee on the Employment of the Handicapped

Appendix C

POSTER PRESENTERS

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Rockville, MD 20850

G. K. Miles
Supervisor of Recruitment
The C & P Telephone Company
930 H St., NW, #210
Washington, DC 20001

Appendix C

POSTER SESSION DESCRIPTIONS

The Superintendent of Recruitment for the **C & P Telephone Company** actively recruits for targeted job openings for qualified applicants based on affirmative action and equal employment opportunity. He communicates with various organizations representing minority interests, including the disabled, to inform, educate and advertise the needs for existing positions.

Career Programs for the Handicapped, part of the Public Schools of the District of Columbia, is responsible for the supervision of all career education programs at elementary, junior high, and highschool levels. All handicapped residents of Washington, D.C., are served through this office, predominately in the mainstream classroom.

Deafpride, Inc., works for human rights of deaf people and their families. They offer special programs designed to develop advocacy and offer information and referral services. Deafpride provides interpreting services, publishes newsletters and position papers, and offers training sessions.

Fairfax County Vocational Special Education works with students starting at 7th grade level through age 22. Their services include vocational planning and counseling, mainstream vocational opportunities, special training programs in various schools, special vocational centers and Project PACT (Partners in Action for Community Transition.)

HEATH is a clearinghouse and information exchange center for resources on post-secondary education programs for persons with disabilities and information about independent living centers. HEATH publishes a newsletter 3 times a year and an annual resource directory of national organizations which can provide additional information.

The Department of Special Education and Related Services, **Montgomery County Public Schools,** Transition Coordinator provides services to handicapped students to help prepare them for effective transition from school to work and community living. These programs are available at the elementary and secondary levels and include the areas of social skills, career awareness, vocational training, on-the-job training, work experience and linkages between adult/post secondary services.

NARIC is a rehabilitation information center and research library offering information on disability products, research and resources. NARIC produces two computerized databases: **REHABDATA** which covers all aspects of the rehabilitation field, and **ABLEDATA** which contains information on commercially available products for rehabilitation and independent living. They provide customized searches, reference services, newsletters and reviews of research literature on rehabilitation topics.

National Information Center for Children and Youth with Handicaps (NICHCY) is a national information clearinghouse to assist parents, educators, caregivers, advocates and others working to improve the lives of children and youth with disabling conditions. NICHCY specializes in educational issues but also provides information on a broad range of topics concerning the needs of children and youth with disabilities. NICHCY's services include: personal responses to specific questions; referrals to other organizations/sources of help (with an emphasis on parent group information); information packets; NICHCY publications - "News Digest" and "Transition Summary;" and technical assistance to parent and professional groups.

The Affirmative Action Representative for Safeway Stores works through the personnel office to provide equality of opportunity to all applicants and employees regardless of race, religion, sex, national origin or handicapping condition. Ms. Eyler is active in recruitment, employment and the monitoring of all aspects of employment and employee turnover.

Appendix D

Sample letter of invitation to participants

(letterhead of sponsoring organization)

Date

Name and address

Dear . . . . . .

We are writing to invite you to participate in a one-and-one-half day Conference on Parent-Employer Partnerships in the Development of Employment Opportunities for Youth with Disabilities. The Conference will be held on (days and dates) at (name of location and address; if hotel, give telephone number).

Jointly sponsored by (give names of all sponsoring groups), this Conference is designed to:

- bring together parents and employers to discuss employment opportunities for young people and adults with special needs;
- develop strategies and guidelines that parents can use when assisting their daughter or son with special needs in seeking employment;
- recommend techniques parents can use to contact and communicate with potential employers.

(If person is from out of town:)

We are requesting that you make your own transportation arrangements and hotel reservations. (give details of any special rates for Conference).

We are very excited about this Conference and look forward to hearing your views and perspectives on ways to improve employment opportunities and outcomes for youth with disabilities. If you have any questions or need further information about the Conference, please call (give contact name and phone number).

Sincerely,

(Chair of Planning Committee, Coordinator, or other person or persons authorized to sign)

Appendix D
Sample Confirmation Letter

(Letterhead of sponsoring organization)

Date

Name and address

Dear . . . . . .

We are writing to confirm your invitation to serve as a presenter during a one-and-one-half day Conference on Parent-Employer Partnerships in the Development of Employment Opportunities for Youth with Disabilities. The Conference will be held on (days and dates) at (name of location and address; if hotel, give telephone number).

Jointly sponsored by (give names of all sponsoring groups), this Conference is designed to:

- bring together parents and employers to discuss employment opportunities for your people and adults with special needs;
- develop strategies and guidelines that parents can use when assisting their daughter or son with special needs in seeking employment;
- recommend techniques parents can use to contact and communicate with potential employers.

Your presentation is scheduled for (time and date). You will be part of a panel presentation entitled (give title). One hour is allocated for the panel, allowing 45-50 minutes for the panel presentation and 10-15 minutes for questions and answers from the audience. Enclosed is a short profile describing the panel on which you will be serving.

Please send us biographical information for use in introducing you during the Conference, and also let us know if you will need any audiovisual or special equipment for your presentation.

(If any travel, hotel and meal expenses are to be reimbursed, give details, noting if special rates are available for the Conference.)

We are very excited about this Conference and look forward to hearing your views and perspectives on ways to improve employment opportunities and outcomes for youth with disabilities. If you have any questions or need further information about the Conference, please call (give contact name and phone number).

Sincerely,

(Chair of Planning Committee, Coordinator, or other person or persons authorized to sign)

For information about obtaining additional copies of this publication, contact:

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